

CORE 207 – L02, B02, T02

An Introduction to Community Rehabilitation Practice & Professional Conduct

Instructor:

Tiffany Boulton, PhD
tiffany.boulton@ucalgary.ca
403-210-9169

Office Hours/Policy on Answering Student Emails

Office Hours: Wednesdays 9:30-10:30 am (online or in-person)
Email Policy: Student emails will be answered within one week of receipt.

Time and Location:

Thursdays 15:30 – 18:20
SH 157

Course Description:

Practical application of the basic principles of assessment, planning and intervention with individuals/groups. Supports professional development tutorials in community practica.

Overarching Theme

This is an introductory course on community rehabilitation practice. Students will participate in a weekly lecture, a community-based practicum (research group or community) and a bi-weekly tutorial. Tutorials will be led by peer mentors who will both coordinate & supervise the practica and facilitate the tutorial assignments.

Topics to be covered:

- History of Services in Canada
- Role of community
- Human Service Models
- CR values and practice approach
- Best practices in CR – employment, creating meaningful day, education, finding a home, contributing to community
- Assessment of valued social roles

Global Objectives

- History of community rehabilitation

- Human service models
- Values and assumptions in community rehabilitation
- Introduction to access to services, person centered planning & approaches to support
- Community inclusion strategies
- Professional roles & responsibilities
- Working with families, community members and other professionals
- Linkage of community rehabilitation to an inclusive life.

Learning Objectives

By the end of this course, students will be able to:

- Understand history, models, values, practices and impact of community rehabilitation
- Identify effective assessment and planning approaches
- Apply positive strategies to address social devaluation
- Articulate questions about current dilemmas in community rehabilitation
- Analyze issues from the perspectives of those affected and from the base of knowledge and research
- Analyze the effectiveness of strategies for enhancing community capacity and scaling up innovations to improve outcomes for people using community rehabilitation services

Required Textbooks

There is no required textbook for this course*

Recommended Textbooks/Readings

***In lieu of a textbook, students will subscribe to the following online learning platform:**

Conversations That Matter - <https://conversationthatmatter.org/>

Please see D2L for instructions on how to access a student subscription to this site.

A Note regarding readings

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Evaluation

The University policy on grading and related matters is described in section F of the 2019-2020 Calendar.

In determining the overall grade in the course, the following weights will be used:

ASSIGNMENTS:

- 1. Practicum Package** **50%**
 - a) Critical Reflections on practicum – **10%**
(5 posts @ 2% each, ongoing throughout the semester)
 - b) Completed Practicum file
 - i. Learning Contract – **15%** (Due Feb 6, 2020)
 - ii. Midterm Evaluation – **5%** (Due Mar 12, 2020)
 - iii. Final Evaluation & Timesheet – **15%** (Due Apr 9, 2020)
 - iv. Practicum Seminar Participation – **5%**
(5 Practicum Seminars @ 1% each)

- 2. Tutorials** – 3 Tutorials @ 5% each **15%**
(Ongoing throughout the semester)

- 3. Peer-to-Peer Learning Module Project** **35%**
 - a) Proposed Learning Module Objectives – **5%** (Due Feb 13, 2020)
 - b) Detailed Plan for Learning Module – **15%** (Due Mar 19, 2020)
 - c) Presentation of Learning Module – **15%**
(Oral Presentation in-class Apr 2 OR Apr 9, 2020 is mandatory; however, you also have the option of presenting your Learning Module in poster format the at CRDS Community Connector Event Apr 8, 2020. NOTE: You will not be assessed on the poster presentation as this is not a required assignment for the course)

There will be no final exam for this course

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to pass the course.

Details of Assignments

1. Practicum Package **50%**

This course requires that the students complete a 60-hour (approx. 5 hrs per week) practical component in a community-based, off-campus location. The practicum package the student will be required to complete in relation to this placement includes:

- Submission of Learning Contract within first 10-15 hours of practicum – 15% (Due Feb 6, 2020)
- Ongoing critical reflections of weekly practicum experiences (5 submissions) – 10%
- Midterm Evaluation – 5% (Due Mar 12, 2020)
- Final Evaluation & timesheet – 15% (Due April 9, 2020)
- Practicum seminar participation – 5% (5 weeks @ 1% each – Weeks 2,3,7,9 & 11)

Full Package Due April 9, 2020

2. Tutorial Assignments

15%

Tutorial assignments are designed to help students connect theory to practice. There will be a total of 3 tutorial assignments valued at 5% each. Each assignment will focus on how the course concepts can be applied to the lives of people with disabilities. Tutorial assignments will be handed out in-class prior to each tutorial session. Peer mentors will facilitate tutorial discussions.

Due Dates: One week after the delivery of each tutorial (please refer to course schedule below)

3. Peer-to-Peer Learning Module Project

35%

Students will work in groups of five for the duration of the term to plan, design, and present a student led learning module that enhances the full class's understanding of a specific topic in relation to community rehabilitation using O'Brien's Supporting Social Roles and Five Accomplishments. The topic areas that the student groups can choose from are:

- Employment
- Education
- Sport & Leisure
- Natural Supports
- Creative Expression
- Spirituality
- Sexuality
- Community Involvement & Advocacy

The overall Peer-to-Peer Learning Module assignment is broken down into three group assignments:

a) Proposed Learning Module Objectives – 5% (Due Feb 13, 2020)

Learning objectives help guide the development of a module by overtly stating what the learner's take away will ultimately be through the completion of the following statement "At the end of this module the learner will . . .". These objectives must be guided by O'Brien's Five Accomplishments:

- i. Community presence
- ii. Community participation
- iii. Encourage valued social roles
- iv. Promote choice
- v. Enhance community contributions

For this portion of the Learning Module, groups must include

- A list of 3 to 4 learning objectives

- A brief statement outlining why each individual learning objective is relevant to the group's chosen content area

b) Detailed Plan for Learning Module – 15% (Due Mar 19, 2020)

This portion of the Learning Module assignment is a detailed proposal of how your group will develop and deliver the Peer-to-Peer Learning Module. The submitted plan must include:

- **Content** (delivered via some form of visual presentation)
 - o How will you deliver your content?
 - o An overview of what your content will include/address
- **An Activity** (guided by at least one discussion question).
 - o Outline of how activity will be conducted
 - o What the main points of the activity will focus on (as it relates to your content).
 - o A summary of the activity that will allow you to go over the content and activity went in real time. It can include a review of your main points but should also reflect the actual presentation. Therefore, what strategy will your group take to summarize your module at the end of the presentation?
- **Reflection question(s)** for the class to take away.
 - o Outline one to three potential questions you want the class to continue thinking about after your presentation
- **Resources** – outline at least four (4) additional resources for your peers to access on this topic. Resources can include videos, academic readings, URL's to relevant sites, popular readings, podcasts etc.

As such, the entire module plan should outline the following:

- what content will be included and how it will be delivered (e.g. PPT, Prezi, video etc.).
- what your activity will be and how you plan to implement it with the class
- how you plan to complete the final summary of your module presentation
- what your reflection questions will be
- what resources will you provide the students as a take away.

This assignment can be submitted in point form and should clearly and succinctly demonstrate that the group has developed a clear plan for how the finished product will be presented. NOTE: This assignment will greatly help you to develop your final oral and visual presentations.

c) Peer-to-Peer Learning Module Oral and Visual Presentations – 15%

(Due: Oral Presentation – Apr 2 or Apr 9)

April 2 and 9th will be devoted to oral in-class presentations of each group's Learning Module (4 groups on April 2 and 3 groups on April 9). In addition, you have the option of presenting your Learning Module in poster format the at CRDS Community Connector Event Apr 8, 2020.

NOTE: You will not be assessed on the poster presentation as this is not a required assignment for the course)

Please see D2L for further details and the rubric for this assignment.

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2019-20 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme

Letter Grade	Description	Percentage
A+	Outstanding performance	97-100
A	Excellent performance	90-96
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

Missed Components of Term Work:

Late assignments will not be accepted and will automatically receive a mark of zero. Students who miss an in-class assessment will receive a mark of zero unless the instructor has been previously notified. There will be NO exceptions to this policy.

It is the agreement of all Faculty involved in CORE 207 that **extensions will NOT be granted** on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings

and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

Brightspace by Desire2Learn (D2L)

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Policies Governing the Course:

Attendance

All students will experience greater success in gaining new communication skills if they attend all online lectures and participate in the weekly group discussions. **Participation in the practicum seminars will be graded (see above).**

Conduct During Tutorials

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors.

Electronic Devices

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of both the user and those sitting nearby. Students are to refrain from accessing websites that may be distracting for fellow learners (i.e. personal email, Facebook, YouTube).

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

Cell phones (or similar devices) should **be turned off** (not merely silent) upon entering the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Students who disregard this rule during lectures or tutorials will be asked to leave.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

Academic Accommodations Based on Disability or Medical Condition

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to their instructor or to the designated BCR program contact, Mrs. Jennifer Logan (jljlogan@ucalgary.ca), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html> Students are expected to be familiar with these standards and to uphold the policies of the University in this respect.

Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

Student information will be collected in accordance with typical classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see

<https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit

<http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Class Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements.

Date	Module / Topics	Tutorial/Practicum Seminar	Assignments & Due Dates
Jan 16 (Week 1)	Introduction to the course		
Jan 23 (Week 2)	History of Community Rehabilitation and De-Institutionalization	Practicum Seminar	
Jan 30 (Week 3)	Guest Lecture – Inclusive Communities	Lecture at Foothills Campus followed by Practicum Seminar (At the regular class time 15:30 – 18:20)	
Feb 6 (Week 4)	Introduction to Online Platform Learning; O’Brien’s Five Accomplishments Supporting Social Roles	Tutorial 1 In-class group time to work on Peer-to-Peer Learning Module	Practicum Learning Contract Due Feb 6, 2020
Feb 13 (Week 5)	Employment; Education	In-class group time to work on Peer-to-Peer Learning Module	Proposed Learning Objectives Tutorial 1 Online Assignment Due Feb 13, 2020
Feb 19 (Week 6)	READING WEEK – NO CLASSES	NO TUTORIAL OR PRACTICUM SEMINAR	NO ASSIGNMENTS
Feb 27 (Week 7)	Guest Lecture – Supported Employment	Lecture at the Foothills Campus followed by Practicum Seminar (At the regular class time 15:30 – 18:20)	
Mar 5 (Week 8)	Sport & Leisure; Natural Supports	Tutorial 2	
Mar 12 (Week 9)	Creative Expression; Spirituality	Practicum Seminar In class group time to work on Peer-to-Peer Learning Module	Tutorial 2 Online Assignment Due Mar 12, 2020

Mar 19 (Week 10)	Sexuality; Community Involvement & Advocacy	Tutorial 3 In class group time to work on Peer-to-Peer Learning Module	Detailed Plan for Learning Module Due Mar 19, 2020
Mar 26 (Week 11)	Guest Lecture – Creative Expression & Advocacy	Lecture at the Foothills Campus followed by Practicum Seminar (At the regular class time 15:30 – 18:20)	Tutorial 3 Online Assignment Due Mar 26, 2020
Apr 2 (Week 12)	Peer-to-Peer Learning Module Presentations		Peer-to-Peer Learning Module (In-Class Oral Presentation) Due Apr 2
Apr 8	CRDS Community Connector Event	While students are strongly encouraged to attend the Connector Event and present their learning modules, this is OPTIONAL. Students will not be assessed on their posters, nor will they be graded on participation.	OPTIONAL: Peer-to-Peer Learning Module Poster Presentations
Apr 9 (Week 13)	Peer-to-Peer Learning Module Presentations		Peer-to-Peer Learning Module (In-Class Oral Presentation) Final Practicum Package Due Apr 9, 2020